DOCUMENT RESUME

ED 388 368 JC 950 555

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TITLE Internationalizing the Curriculum: Ideals vs. Reality.
PUB DATE 95
NOTE 12p.; Paper presented at the Annual Conference of the Association of California Community College Administrators (19th, San Jose, CA, February 22-24, 1995).
PUB TYPE Viewpoints (Opinion/Position Papers, Essays, etc.) (120) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Change Strategies; Community Colleges; Cultural Awareness; *Cultural Literacy; *Curriculum Development; Curriculum Enrichment; *Educational Change; Faculty Development; *Intercultural Programs; *International Education; *International Studies; Multicultural Education; Two Year Colleges

ABSTRACT

International literacy is a crucial element for institutions of higher education, and especially for community colleges since they educate more than half of the adults in the United States, many of whom do not transfer to four-year universities. The best method for helping students achieve international literacy is through internationalizing the curriculum, or revising classes, programs, and general education requirements to include cultural and global concepts and theories of interrelationship. Three primary means by which the process of internationalization affects educational reform at community colleges are through general education reform, including content changes that include non-Western themes and revisions of the institution's mission and policy statements; faculty and administration rejuvenation, occurring through faculty exchanges and participation in international development programs and relying on active support by faculty and administrators; and diversifying the student body. Despite efforts for reform, progress has been slow, with only 14% of California community colleges having established international curriculum programs as of 1993. Many faculty and administrators remain opposed to the reforms. Also, due to economic constraints, new programs can be jeopardized and conflicts can arise among disciplines or departments. One solution may lie in merging international and multicultural programs/courses to coordinate these two programs' similar goals and activities. A list of internationalized classes at California community colleges in 1993-94 is included. Contains eight references. (TGI)

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Paper presented at the Annual Conference of the Association of California Community College Administrators (19th, San Jose, CA February 22-24, 1995)

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INTERNATIONALIZING THE CURRICULUM: IDEALS VS. REALITY

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BLENDING OF THEORETICAL AND PRAGMATIC

All segments of United States education, including community colleges, acknowledge the merits of nourishing international literacy skills. International literacy is contingent upon an individual's ability to transcend beyond a basic level of international ignorance. Internationalizing the curriculum encompasses crucial building blocks required for revising classes, programs and general education requirements to include cultural and global concepts, theories and patterns of interrelationships. This process begins with professional development activities that promote the creation of new modules, classes/programs, and that introduces innovative teaching methodologies into the classroom. Internationalization is advanced into different aspects of class discussions, lectures, assignments, tests and texts within all college programs and disciplines. The ultimate form of internationalization is the institutionalization of an A.A. degree/certificate and/or of a general education requirement which includes an international orientation.

In that community colleges educate more than half the country's adults, the impact of an internationalized curriculum on students, faculty and the community is immense. Furthermore, as most community college students do not transfer to four-year universities, the only means for acquiring international literacy is through efforts at the community college itself. This presentation examines the dichotomy between the ideals of internationalizing the curriculum and the reality of implementation as seen in the case-study of California community colleges that belong to the consortium, California Colleges for International Education. In the State of California, there are 107 community colleges, of which fifty-nine are members of CCIE. All member colleges participate in and/or are planning to participate in one or more international education programs, including internationalization of the curriculum.

Internationalizing the Curriculum: Ideals

Educators expound upon internationalizing the curriculum ideals. Sjoquist eloquently asserts that "cultural literacy can do no less than increase the students' possibilities for cultural enrichment, help them cultivate a concept of civilization as it relates to the full range of human experience and foster a greater awareness of and sensitivity to the interdependence of our planets peoples and systems" (Sjoquist, 1993: 52.) Internationalization ideals predict a holistic, transcultural environment that allows individuals to surpass ethnocentric perceptions, perspectives and behavior, and permits inculcation of international literacy. The ideal perpetuates the belief that "the more we value differences, and the more we understand diversity, the greater our cohesiveness and strength will bear as a college, a community and hence a nation" (Jerry Sue Owens, quoted in Fersh, 1993:16). All disciplines (academic as well as technical) not only can, but should include international themes. Resulting curricular modifications enable the faculty and students to transcend their own cultural conditioning and to become more knowledgeable about and sensitive to other cultures.

Internationalizing the curriculum literature identifies three primary means by which the ideals of internationalization affect educational reform at community colleges: a) general educational reform; b) faculty and administration rejuvenation; and c) student diversification.

GENERAL EDUCATIONAL REFORM

General education reform is a critical element in internationalizing the curriculum. Reform can be overt as well as part of the hidden curriculum. Overt reform occurs through content changes such as the introduction of non-Western themes into Western civilization and social science courses. Such reform also results from the individual or committee upgrading of course content to ensure consistently accurate information and course relevance to a changing student body. Hidden reform exists through random use of internationalized examples, techniques and living history to affect the way a course is taught and thereby what students learn, and use of textbooks that have become more and more internationalized (Raby, IIP 1994).

Impetus for reform comes from internal sources, such as individual faculty, administrator or student concerns for change and from external sources such as changing demographics and the local business community which inadvertently support international efforts by defining their necessity. Since colleges are oftentimes accountable to local businesses (potential employers) the demand for internationally competent workers often prompts and supports reform efforts.

In areas of top/down reform, internationalizing the curriculum is a key element in many colleges' revised mission and policy statements. Administration is responsible for providing release time, monetary incentives for staff development (faculty enrichment grants), stipulations for hiring new teachers and development of new internationally themed classes. Coast Community College District's mission statement includes strong international references, as does the individual mission statements from each of the three district colleges. Although support from the top is critical, it does not always ensure success (Raby, 1990).

Reform from below is dependent upon faculty implementation. Elements of an internationalized curriculum may first appear as internationalized examples and assignments that do not drastically alter the curriculum or as specific individual class components that purposely affect change. As faculty share other innovative curricula with colleagues, entire departments become internationalized. In the process, support networks emerge which sponsor additional internationalized activities that can become the foundation for further international efforts.

FACULTY AND ADMINISTRATION REJUVENATION

The key for successful internationalization is active support by faculty and administration. Staff development opportunities solidify the combined efforts of both groups, including those in disciplines that are not traditionally known for internationalization efforts. Rejuvenation occurs through faculty exchanges, participation in international development programs, international seminars and personal or professional travel. Participation in one activity often leads to other venues as exemplified by two faculty members from the Los Angeles Community College District (LACCD) (California): one spent over a year internationalizing several English classes and eventually was part of the LACCD Fulbright faculty exchange in Norway; the other first taught ESL classes domestically, and then abroad in district international programs in Spain, Mexico, Guatemala and China.[1]

A core group of a supportive faculty and administrators creates the enthusiasm necessary to sustain international endeavors. As time progress, this core influences other colleagues which expand this core from year to year. Indeed, if a requirement is made for a new faculty to possess some international expertise, the core is strengthened even more. Finally, leadership support which comes from a combination of trustees, administration, academic senate members, discipline chairs and international education committees cement campus international relations.

Just as faculty experience benefits internationalization efforts, faculty apathy is the primary factor that impedes growth. The faculty must be encouraged through enrichment grants, sabbatical leaves, and promotional incentives to want to spend the time and energy required for quality curriculum reform. The faculty must also desire such reform and fight for it during fiscal battles. Without faculty involvement, there will be no internationalized curriculum.

STUDENT DIVERSIFICATION

Students themselves are often the initiators of reform. Current diversifying student backgrounds, world events, ethnic/race relations result in students expressing greater interest in international issues and in taking classes that are culturally sensitive. As jobs demand international expertise, students explore careers in the international arena and participate in classes that prepare them personally as well as occupationally for such competition. In addition, more and more four-year universities are forming articulation agreements with community colleges that offer A.A. Degree/Certificate programs in international studies and/or business, thereby providing further incentive for students to participate in such programs.

Internationalizing the Curriculum: Reality

Transformation of ideals into reality ranges from recognizing the value of these ideals to making them a priority for implementation. Nationwide, each community college has its own unique student population and agenda and the extent to which international dimensions exist and are actually supported varies substantially. Politics, budgetary constraints, provincialism and faculty knowledge influence the means by which an internationalized curriculum thrives (Edwards & Tonkin, 1990). Although a multitude of opportunities exist for institutionalizing an internationalized curriculum, reality indicates a much different picture.

Despite a proclaimed importance for internationalization, implementation is slow in occurring. In California, most community colleges have yet to evolve from the very beginning stages of recognizing that international education is an important educational component. In 1993, only fifteen California community colleges (14%) established international curriculum programs, the majority of them in international business. A recent APSIA survey found even fewer community colleges nationwide indorsing internationalization programs (Smith, 1994). A dichotomy is emerging as an increasingly female and minority studentbody demands curricular revision which is not totally supported by the college faculty who remains predominantly white males (Staff Data File, 1994). The following factors severely impede international curricular reform, a) opposing faculty and administration, b) economic factors, c) disciplinary hostilities; and d) lack of expertise.

OPPOSITION

Despite concerted efforts for reform, there are still many faculty and administrators who remain ignorant about the benefits of international education. Some maintain that community colleges are for the local community, thinking in terms of the community as an isolated phenomenon. Others are suspicious of reform upon which internationalization is based. A tenured faculty may not be interested in complete or even partial course revision as they are more comfortable with the familiar. Efforts at internationalization are defined as revolutionary and at the worst involve more work. In addition, many community college faculty members are part-timers who may not have the physical time to alter courses and definitely have little if any monetary compensation to do the same. This unenlightened attitude can be overcome by education, but the process is excruciatingly slow.

Because internationalization supporters stem from a small core group, it is important to consistently ensure new membership. When support becomes contingent upon a few individuals, it does not become ingrained as part of the college. When these individuals leave the campus, their efforts may also be abandoned. At several California community colleges, the foundation for internationalization is dependent upon the vigor of a single professor. When that professor is on sabbatical, abroad or leaves the college, efforts on campus are severely impacted (Raby, CCIE 1993).

ECONOMICS

Economic shortages are at the foundation of most problems that shake preset "ideals" to their core. Without money, new programs neither are initiated nor implemented. Furthermore, in economically difficult times, courses, programs and entire colleges remain in jeopardy. However, there is evidence that precisely in times of fiscal difficulty, international programs become part of the mainstream. As unique programs are institutionalized, they avoid being subject to budget cuts and thereby can maximize their impact. James Hardt, former president of Hartnell College, asserts that this dichotomy remains true as colleges consolidate their positive forces and curtail the superfluous. During times of crises, reform can embrace fringes, like international education, and allow them to become all the more ingrained within the college. This is happening to 10% of CCIE colleges which within the past year have institutionalized elements of international education within their mission policies and within their college at large.

DISCIPLINARY HOSTILITIES

Perhaps the most devastating problem involves intra-campus fighting between disciplines for funding and special allowances. Jealously, anger, and competition prevent disciplines that should work together from doing so. Such competition exists even between inter/multicultural, ethnic studies and international programs. Departmentalism and provincialism can kill an international effort even before it begins. Unfortunately, as economic problems escalate, so do interdepartmental hostilities. Budget restrictions further increased hostilities and in the process, internationally oriented programs become "fringes" rather than as essential components of a larger whole. When existing disciplines are not supportive of change, administrations are more reluctant to formulate new programs that highlight an internationalized curriculum. At one California college, the negative attitude from a small group of a senior faculty prevented an entire international program from being developed.

Lack of college cohesiveness is also evident between different colleges of a multi-college district. In many cases, one district college may not know what other colleges are doing which may result in duplicating activities that in reality compete for limited students and resources. Such lack of communication has dire consequences in internationalization efforts and often further escalates intra-campus and inter-campus hostilities (Raby, CCIE 1993).

LACK OF EXPERTISE

No one person is born internationalized. She must research her field, borrow or invent creative applications and be consistently updated. This requires time, enthusiasm and collaboration with experts in the field. The majority of the faculty was not trained to encompass an international perspective into their courses. Often they do not see nor understand the value of such knowledge. While this lack of faculty sensitivity intensifies the need for more in-service training, such training is contingent upon active staff participation. In turn, such training is negatively affected by budgetary restrictions that result from a lack of local, state and federal funding. The faculty who has

international expertise can assist as mentors to illustrate how new perspectives can alter curriculum and produce a fuller range of knowledge that creates critical thinking and decision making skills. Such effort, however, takes time and a considerable amount of staff development.

INTERNATIONAL AND INTER/MULTICULTURAL: TWO SIDES OF THE SAME COIN

Although international and multicultural studies have traditionally taken separate paths, they have more commonalities than differences. Major rifts between multicultural and international are based on a lack of departmental consensuses, much of which stems from a dearth of knowledge which fusion could provide. Indeed, merging international, intercultural and multicultural programs/courses coordinate similar goals and activities which often result in stimulation rather than in competition. Collaboration includes the pairing of international and ethnic studies to realize the trajectory of race and ethnic relations. International courses provide a global scale foundation for multicultural studies on such issues as immigration, prejudice, discrimination, and resulting interrelationships and conflicts. Multicultural studies stress global occurrences' cause by international events and analyze how they correlate to the many different ethnic groups in America. In addition, what knowledge transpires from learning about other cultures can be applied to learning about Americans of foreign ancestry, multiculturalism in international situations and of the resulting interrelationships that emerge.

"Building the Global Community: The Next Step" defines a draft policy for merging multicultural, intercultural and international educational efforts (Elsner, Tsunoda, Korbel, 1994). Tsunoda defines international and multicultural as forming "the seamless web that many refer to as global [that while interconnected, also maintain] a duel terminology [that] reflects a deliberate aim to value both parts" (Elsner, Tsunoda, Korbel, 1994: 2).[2] The combined approach provides endless possibilities for curricula innovation without antagonizing political and/or territorial boundaries. In California community colleges, examples of this collaboration include staff-development workshops offered during the 1993-1994 academic year: "Valuing Differences: Initiating Change" (Cypress College); "Multicultural Symposium Coordinated with K-12 Unified and Pacific Union College" (Napa Valley College); "The Hmong: Who We Are and How to Help Us" (Sacramento City College); and "Strategies for Development of the African-American Manchild" (Los Angeles Southwest College). The international elements of these multicultural topics were highlighted in each of these workshops.

As multiculturalization was ingrained in community colleges years before internationalization, many multicultural proponents still regard international education with suspicion and see in its programs a rival in the political and budget power struggles (Smithee, 1991). Nonetheless there is "a pressing need for higher education to contribute toward strengthening the social fabric of our multicultural society, toward involving our students and ourselves in service to our community and as individuals in these groups to assume greater sense of social responsibility and conscience" (Elsner, Tsunoda and Korbel, 1994: 2). The issue of conflict and consonance has yet to be resolved.

CORE REQUIREMENT

Internationalization of core-courses that all students must take for graduation, i.e., English and math, provides the foundation for building academic as well as international competency. Sjoquist states that a general education curriculum ceases to be "general" if it is bound by a single culture. In this way, the core curriculum needs to reflect a balance of cultural perspectives to "develop the kind of literacies that enhance the quality of life for all of us" (Sjoquist, 1993:58). Despite the importance, the institutionalization of an international core requirement is limited for U.S.

community colleges. Currently, no California community colleges offer such a requirement nor a common variation which identifies a minimum of six credit hours in *international* courses as a graduation requirement.

During the 1990s, selected disciplines at CCIE colleges has placed considerable energy on internationalization efforts, including the fields of anthropology and geography at Chaffey College, English/Literature at Long Beach City College, Fashion and Visual Merchandising and Latin American Studies at the Los Angeles Community College District, and Humanities at College of the Redwoods, Golden West College, Mission College and Saddleback College (Raby, CCIE 1993). Table 1 details the scope of CCIE member college classes "internationalized" in 1993/1994. This table does not account for considerable internationalization that has occurred in previous years.

INTERNATIONALLY THEMED A.A. DEGREE/CERTIFICATE PROGRAMS

Internationally themed Certificate and/or A.A. Degree Programs represent a structured core of required classes plus a selection of multi-disciplinary electives. The resulting holistic orientation reinforces personal and occupational benefits. In this manner, students are exposed to a range of knowledge upon which international literacy is eventually achieved. A.A. degree and Certificate programs ideally exist as an individualized department (i.e., international studies, intercultural communications, international business, etc.). However, more realistically, they exist as part of an established department, typically business or political science and are supplemented by internationally infused general education classes. In 1994, thirty-eight CCIE members' institutions report that they have implemented or are in the planning stages of developing such programs.[3] Some programs are cross-disciplinary, such as those at American River, DeAnza, Orange Coast and Fresno colleges. Others are rooted in a single discipline, such as Political Science at Santa Barbara City College, Humanities at Allan Hancock College, Business at Coastline College, or Latin American Studies at Los Angeles Pierce College.

In California, International Business A.A./Certificate programs are exploding in popularity. Many are modified on Coastline College's four-part interdisciplinary approach of a) international business studies; b) general business management studies; c) international area, culture and geography study; and d) foreign language studies. Some add unique components, such as the Pacific Rim Studies Program at San Jose City College, or the newly proposed International Fashion and Visual Merchandising Program at Los Angeles Trade-Technical College. Many programs include technical workshops, referral services, international student internship programs and affiliations with local World Trade Centers Organization. In 1994, twenty-four international business programs have been or are being developed at seventeen CCIE colleges.[4] (Raby, 1994).

TABLE ONE: CCIE INTERNATIONALIZED CLASSES INTRODUCED IN 1993/1994

COLLEGE	INTERNATIONALIZED CLASSES
Chaffey	International Influences between California and Mexico: Sociological Implications; Int'l. Business Course Series; Intercultural Communications; Afro-American History; Intro to African-American Lit.; Global Ecology; Ethnic Group Relations; Mexican History in U.S.; Chicano Minority in the U.S.; Asian Civ.; World Religions; Intro to Eastern Philosophy; Urban Politics - Worldwide. Internationalized aspects of ESL, Anthropology and Geography.
Coast District	Comparative Early Childhood Education Systems; English 100; Intro to Business; Alternative Modalities to Health; Environmental studies; humanities. Coastline College stresses International Business and Golden West College stresses Multicultural Studies; and Orange Coast College stresses International Studies.
DeAnza/Foothill District	Complete program including 9 International Studies Courses and 49 Intercultural Courses.
El Camino	History of Non-European Architecture; Cross-Cultural Art; Intro to International Relations. Multicultural English courses
Glendale	International Business Certificate Programs
Los Angeles District	From 1987-1995, over 300 individual course internationalized models were produced. Art, Civilization, Geography, History, Humanities, Literature, and Music Disciplines had courses with regional focuses (China; Deaf Culture France; Germany; Israel; Italy; Korea; Latin America; and Mexico) New Courses: "Contemporary Latin American Short Story"; "International Fashion Design Marketing"; "Cultural Awareness Through Advanced Conversation (Spanish/ French); "Spanish American Short Story in Translation"; "Understanding Latin Americans - Film". 15 faculty participated in the UCLA Summer Institute Program, producing modules including Communications, Economics, Engineering, English, Fashion Design, French, History, Humanities, Mathematics
Long Beach	Non-Western Art (Pre-Columbian, Tribal, Asian); World Literature I & II; Asian Literature in English; Elements of Intercultural Communications;
Los Rios District	California History: A Multicultural Perspective; Introduction to World Religions; History of Mexico; and History of the Americas I & II. Ethnic and multicultural issues are addressed in several courses, although no specific courses exist.
Mission	Environmental Biology; Comparative Politics; Survey of Western Art; History of Western Civilization; Graphic Arts; U.S. History
Oxnard	International Business Classes
Pasadena	International Business curriculum
Redwoods	Non-European Humanities through art and music appreciation; Music of the Whole Earth; Environmental Ethics
Saddleback	Humanities Department has been "internationalized" with 25 modules produced.
San Francisco	Current Issues & Topics on the Pacific Rim; Philippines; Indonesia and PRC
San Diego District	Humanities Institute
San Jose/ Evergreen District	Pacific Rim Studies Program: Cultural Topics in Int'l. Business; Building an Export Business; International Purchasing; Transportation/Distribution; International Marketing; Mexican-American Culture; Japan People, Behavior, & Culture; Intro to Vietnamese Culture
Santa Barbara	World Literature; African and Russian History
Santa Monica	Pacific Rim Studies: Arts of Asia; Asian Literature; History of East Asia to 1600; Asian Philosophy; The Modern Far East
Yosemite District	USIA programs

MERGING IDEALS WITH REALITY: IMPLICATIONS AND RECOMMENDATIONS

Successful internationalization begins with a clear definition of what international education is and how it relates to curricula reform. Despite decades of change, many colleges and faculty members still view international education as solely consisting of study abroad programs. This is a narrow and confining view as international education is considerably more. Likewise, the confusion regarding international, intercultural and multicultural terms must also be addressed. With a secure definition, colleges can enhance educational philosophy and mission statements so that resources, opportunities and genuine support are given for international efforts. Indeed, implementation of an internationalized curriculum is dependent upon how each academic institution defines and supports international education via such missions and policy statements. To initiate and sustain internationalization, there must be an integral involvement of the college's trustees, administration, faculty, counselors, students and community. The ultimate goal is to institutionalize the internationalized curriculum as an integral part of the college, such as in mandating core-courses to be internationalized, creating policy that identifies international activity as a criterion for promotion, tenure, salary increase and new faculty recruitment, and receiving support from campus staff which is necessary for recruiting enrollment for critical classes.

Institutionalization is strengthened by promotion, release time, opportunities for first-hand experiences abroad. The most useful incentives are mini-grants given to the faculty who conduct international research and/or to participate in internationally oriented staff development programs that are later reflected in classroom or college activities. Systematic curriculum and departmental review assure quality internationalization efforts, especially in introductory and core courses. Expansion of library holdings on international education topics and membership in international education consortiums provides reinforcement for creation and dissemination of various reform methodologies. Finally, orientation and support for faculty and students involved in foreign travel, worked and/or study further supports correlating such endeavors with curricula reform.

Successful institutionalization is dependent on the ability of the college/faculty to overcome a) resistance to change; b) parochialism in educational policy structure; c) an ethnocentric perception for the world that many disciplines currently possess; and d) faculty apathy. Internationalization is impossible without active participation of the faculty. Through various outreach programs, enthusiasm can be built and maintained. However, in many instances, this has proven to be the most difficult obstacle to overcome.

In conclusion, an internationalized curriculum and campus promote international competency among students, faculty, administration and staff. Knowledge and understanding of other societies histories, geographic environments, values, institutions and cultural traditions are essential for comprehending the complex interconnected matrix of our world. Understanding the role of culture in shaping our policies and agendas has a direct relationship to our capacity to make personal decisions on complex international issues. Indeed, investment in internationalizing the curriculum is investment in prevention of sustained ignorance.

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ENDNOTES

1. These are just two of many cross-overs that have occurred over the past decade, not only at the LACCD but at community colleges throughout the country. An exact accounting has yet to be surveyed. This transition is what makes internationalization of the curriculum such an important part of the community college experience.

2. Parenthesis inserted by author.

3. In 1994, CCIE member institutions, either have or are planning the following programs: A.A. degree in International Studies (5) , A. A. degrees in International Business (7); Certificate in International Studies (3); Certificate in International Business (17); A.A. & Certificate in Intercultural Studies (2); Certificate in Pacific Rim Studies: Emphasis on International Business (1); Certificate in Fashion and Visual Merchandising; (1); Certificate in Chicano Studies and Black Studies (1); and Certificate in Latin American Studies (1).

4. The 1993 California International Trade Development Centers system includes the following colleges: Citrus College; Coastline College (with a high-technology emphasis); Fresno College; Los Angeles Southwest College; Merced College (with an Agriculture emphasis); Oxnard College; Riverside College (with an African emphasis); Sacramento City College (with an Asian emphasis); Southwestern College; Vista College (with an East-European emphasis). Other CCIE colleges that have growing international business programs are Coastline, Chaffey, East Los Angeles; Glendale, Irvine Valley/Saddleback, Long Beach; Mission; Oxnard; Pasadena, San Jose; Santa Barbara, and State Center District colleges.